



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2255 W Ina Rd, Tucson, AZ 85741

Daisy Education Corporation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Excelling
2003-04 N/A
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Adam Oksuz
Schedule : 07:45 AM to 04:15 PM
Grades : K-12
2005 Enrollment : 415
Web Address : www.sonoranacademy.org/web
Phone Number : (520) 797-9836
Fax Number : (520) 572-0586
E-mail : adam@sonoranacademy.org

Mission

The mission of Sonoran Science Academy (SSA) is college preparation for students to achieve success in the high-tech community of the new millennium through a science and math instructional program that includes high educational standards, a liberal arts foundation and meets individual student needs to compete successfully in a global technological society upon graduation.

School / Academic Goals

- ü SSA will incorporate an integrated curricula organized around global themes to ensure that each student will acquire and apply core concepts and principles.
- ü Staff and students will undertake their work in a manner that supports, embraces, and demonstrates the effectiveness and efficiency of participatory and developmental leadership and coalition building.
- ü SSA will provide all students with opportunities to become proficient in technological skills through exposure to computers in programming, research and office applications.
- ü SSA will develop a curriculum that allows students to excel above the state standards, work independently in a motivated setting and increase their grade level performance to compete academically with other students in a variety of subjects.

Enrollment

October 1, 2004 School Year Student Enrollment : 350
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 418

Instructional Programs

- ü Science - General Science/Honors/AP
- ü Math - Kindergarten thru Calculus
- ü Language - Literature/Writing/Reading
- ü History - Ancient, World and American
- ü Computers: Microsoft Approved Cur./AP
- ü Elective- Tech, Psych, Drama, Languages
- ü AP and Honors Classes in High School
- ü All Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

SSA has a responsibility to provide students with an environment that emphasizes high academic achievements, safety and tolerance. SSA will set goals for children and give them the instruction and knowledge to meet those goals and build on them. SSA will distribute to each student a student handbook. SSA will offer a tutoring program for every student if they need additional help in any area. SSA teachers will be available for questions to any student or parent, and will communicate with them.

Parents

Parents have the responsibility to be sure their child arrives to school on time and attends classes regularly. Parents should review the handbook with their child, be sure they understand the philosophy, expectations and dress code of the school. Parents also should be involved in their child's education by getting to know their child's teachers and communicate any problems their child might be having. All parents are considered to be members of Parent Council and they should attend meetings.

Transportation Policy

We do not provide transportation to or from school. It is the parents' responsibility to arrange for the drop-off and pick-up of their child.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü State Finalist in Math Competition Met the Governor	2004
ü Rookie of the Year Award for the Robotic Team	2003
ü Excelling Label by ADE	2004
ü Math Counts , SARSEF and Thecnology Awards	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	79306	94	94	99	485	485	445	0	0	10	0	0	18	67	67	51	33	33	20
All Students (Prior Year)	21	21	75509	100	100	100	523	523	521	10	10	13	29	29	23	24	24	33	38	38	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	10	10	40583	100	100	99	500	500	445	0	0	11	0	0	18	60	60	50	40	40	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	--	--	10321	--	--	100	--	--	389	--	--	30	--	--	27	--	--	34	--	--	9
Students without Disabilities	15	15	69060	94	94	98	485	485	454	0	0	7	0	0	17	67	67	54	33	33	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	15	15	39966	100	100	100	485	485	459	0	0	6	0	0	12	67	67	52	33	33	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	79395	94	0	99	484	484	446	0	0	9	0	0	25	78	78	55	22	22	11
All Students (Prior Year)	21	21	75492	100	100	100	522	522	519	14	14	12	10	10	16	48	48	47	29	29	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	10	10	40618	100	0	99	486	486	440	0	0	11	0	0	27	80	80	53	20	20	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	--	--	10331	--	--	100	--	--	388	--	--	25	--	--	37	--	--	34	--	--	4
Students without Disabilities	15	15	69139	94	0	99	484	484	454	0	0	7	0	0	24	78	78	58	22	22	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	15	15	39986	100	0	100	484	484	461	0	0	4	0	0	16	78	78	63	22	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	78869	88	88	99	457	457	442	0	0	6	22	22	21	78	78	63	0	0	10
All Students (Prior Year)	20	20	75053	95	95	99	589	589	597	5	5	7	5	5	12	85	85	72	5	5	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	NC	NC	40302	NC	NC	99	NC	NC	428	NC	NC	8	NC	NC	26	NC	NC	60	NC	NC	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	--	--	10246	--	--	100	--	--	367	--	--	18	--	--	39	--	--	40	--	--	4
Students without Disabilities	14	14	68697	88	88	98	457	457	454	0	0	4	22	22	18	78	78	67	0	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	14	14	39837	93	93	100	457	457	457	0	0	4	22	22	14	78	78	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	78906	100	100	99	516	516	498	13	13	13	9	9	19	57	57	48	22	22	20
All Students (Prior Year)	24	24	76019	92	92	100	515	515	499	4	4	14	46	46	39	8	8	14	42	42	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	17	17	40236	100	100	99	524	524	497	13	13	15	7	7	19	47	47	46	33	33	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	23	23	36483	100	100	99	516	516	517	14	14	7	9	9	13	55	55	51	23	23	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	22	22	68310	100	100	98	518	518	509	10	10	9	10	10	18	60	60	51	20	20	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	25	25	40295	100	100	100	516	516	513	13	13	7	9	9	13	57	57	50	22	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	78908	100	0	99	506	506	484	4	4	10	9	9	23	74	74	58	13	13	9
All Students (Prior Year)	24	24	76020	92	92	100	512	512	503	8	8	25	29	29	23	50	50	40	13	13	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	17	17	40233	100	0	99	507	507	479	7	7	12	7	7	25	67	67	55	20	20	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	23	23	36502	100	0	99	505	505	502	5	5	4	9	9	14	73	73	67	14	14	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	22	22	68312	100	0	98	511	511	493	0	0	7	10	10	21	75	75	62	15	15	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	25	25	40315	100	0	100	506	506	498	4	4	5	9	9	15	74	74	66	13	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	78750	100	100	99	464	464	500	17	17	6	35	35	29	48	48	63	0	0	2
All Students (Prior Year)	24	24	75673	92	92	100	527	527	530	8	8	12	29	29	25	58	58	58	4	4	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	17	17	40135	100	100	99	465	465	486	20	20	8	27	27	35	53	53	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	23	23	36440	100	100	99	460	460	516	18	18	3	36	36	22	45	45	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	22	22	68196	100	100	98	475	475	513	10	10	3	40	40	25	50	50	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	25	25	40260	100	100	100	464	464	514	17	17	3	35	35	21	48	48	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	72	78250	100	100	99	598	594	548	2	3	21	12	13	18	53	52	48	34	32	13
All Students (Prior Year)	43	43	75001	100	100	99	496	496	468	19	19	37	37	37	36	23	23	16	21	21	10
Female	29	33	38071	100	100	99	604	598	549	0	4	20	12	12	19	52	50	49	36	35	12
Male	37	39	40126	100	100	99	594	592	547	3	3	23	12	14	17	53	53	46	32	31	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	10	14	29129	100	100	99	569	552	527	0	10	32	38	40	23	50	40	40	13	10	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	53	54	38320	100	100	99	600	600	568	2	2	12	8	8	14	52	52	55	38	38	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	58	64	68996	100	100	99	604	599	561	0	2	16	12	13	18	51	50	52	37	35	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	66	72	44937	100	100	100	598	594	561	2	3	13	12	13	15	53	52	54	34	32	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	72	78302	100	0	99	562	559	512	0	2	11	8	10	25	69	68	57	22	21	7
All Students (Prior Year)	42	42	74918	98	98	99	524	524	497	19	19	32	14	14	19	29	29	35	38	38	15
Female	29	33	38082	100	0	99	573	567	518	0	4	8	4	4	24	64	62	61	32	31	7
Male	37	39	40166	100	0	99	555	552	507	0	0	14	12	14	26	74	72	54	15	14	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	10	14	29152	100	0	99	542	525	492	0	10	17	0	10	34	88	70	46	13	10	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	53	54	38347	100	0	99	565	565	531	0	0	5	10	10	17	69	69	68	21	21	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	58	64	69024	100	0	99	569	565	524	0	2	7	6	7	23	69	67	62	25	24	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	66	72	44979	100	0	100	562	559	525	0	2	6	8	10	18	69	68	66	22	21	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	72	78094	100	100	99	588	584	545	2	2	3	5	8	18	83	81	77	10	10	2
All Students (Prior Year)	43	43	74503	100	100	99	523	523	491	5	5	9	28	28	32	49	49	51	19	19	8
Female	29	33	38025	100	100	99	611	605	558	0	0	2	0	4	13	88	85	82	12	12	2
Male	37	39	40013	100	100	99	572	570	534	3	3	5	9	11	23	79	78	71	9	8	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	10	14	29068	100	100	99	588	565	523	0	0	5	13	30	27	88	70	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	53	54	38265	100	100	99	587	587	564	2	2	2	4	4	11	81	81	84	13	13	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	58	64	68892	100	100	98	596	592	559	2	2	2	2	6	14	84	81	82	12	11	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	66	72	44871	100	100	100	588	584	559	2	2	2	5	8	12	83	81	84	10	10	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	13	69846	100	100	100	695	695	699	0	0	21	27	27	11	73	73	49	0	0	18
All Students (Prior Year)	16	16	65934	94	94	100	513	513	492	19	19	43	19	19	18	25	25	24	38	38	15
Female	NC	NC	34328	NC	NC	99	NC	NC	702	NC	NC	19	NC	NC	12	NC	NC	51	NC	NC	18
Male	11	11	35509	100	100	100	696	696	696	0	0	23	33	33	11	67	67	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	12	12	36421	100	100	99	693	693	714	0	0	12	30	30	8	70	70	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	10	10	62220	100	100	99	698	698	712	0	0	16	25	25	11	75	75	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	13	13	48489	100	100	100	695	695	704	0	0	15	27	27	10	73	73	52	0	0	23

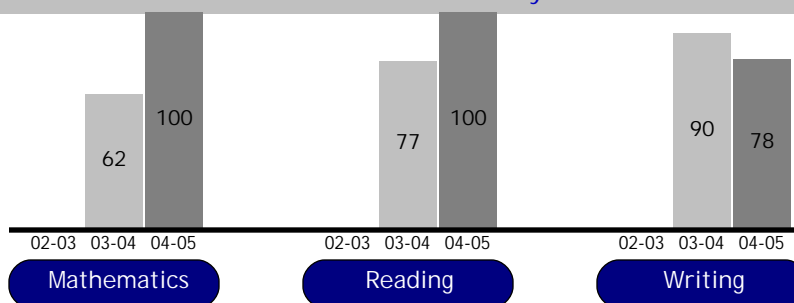
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	11	71311	92	100	100	705	705	694	0	0	7	18	18	21	82	82	63	0	0	9
All Students (Prior Year)	17	17	68162	85	85	100	554	554	509	0	0	18	12	12	24	65	65	51	24	24	8
Female	NC	NC	34899	NC	NC	100	NC	NC	700	NC	NC	5	NC	NC	19	NC	NC	66	NC	NC	10
Male	NC	NC	36430	NC	NC	100	NC	NC	688	NC	NC	9	NC	NC	22	NC	NC	61	NC	NC	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	10	10	36841	100	100	99	701	701	713	0	0	3	20	20	12	80	80	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	NC	NC	63379	NC	NC	100	NC	NC	707	NC	NC	5	NC	NC	18	NC	NC	68	NC	NC	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	11	11	49157	92	100	100	705	705	702	0	0	4	18	18	16	82	82	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	11	70868	92	100	100	676	676	688	9	9	5	18	18	23	73	73	63	0	0	9
All Students (Prior Year)	19	19	67629	95	95	100	568	568	524	16	16	22	11	11	16	68	68	59	5	5	3
Female	NC	NC	34710	NC	NC	99	NC	NC	697	NC	NC	3	NC	NC	19	NC	NC	66	NC	NC	12
Male	NC	NC	36176	NC	NC	100	NC	NC	678	NC	NC	7	NC	NC	27	NC	NC	59	NC	NC	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	10	10	36710	100	100	99	674	674	702	10	10	2	20	20	15	70	70	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	NC	NC	63054	NC	NC	99	NC	NC	701	NC	NC	3	NC	NC	20	NC	NC	67	NC	NC	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	11	11	48960	92	100	100	676	676	694	9	9	3	18	18	18	73	73	67	0	0	12

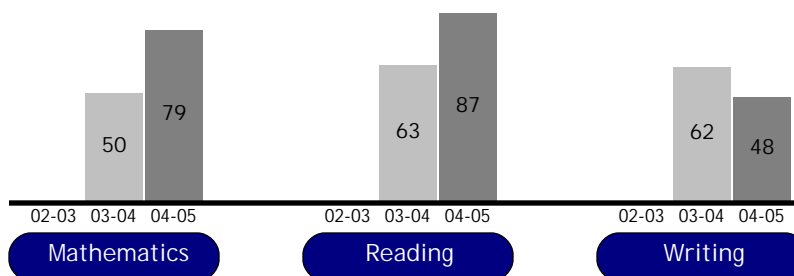
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

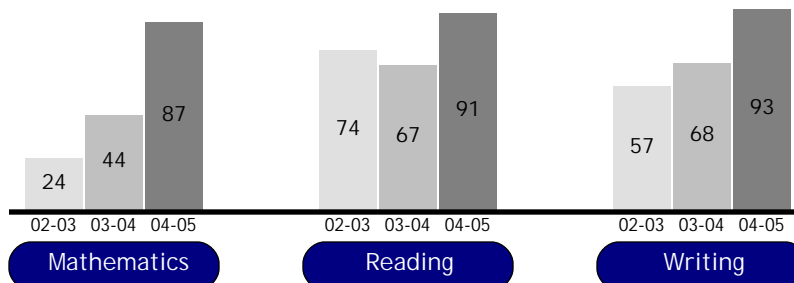
3rd Grade Proficiency



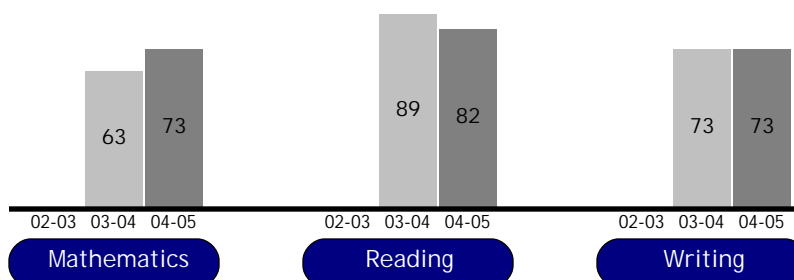
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	--	50	--	--	--	58	100	66	66	47
	Language	--	--	--	43	--	--	--	50	100	70	70	47
	Mathematics	--	--	--	57	--	--	--	64	100	83	83	50
3	Reading	--	--	--	47	100	68	NA	55	94	49	49	44
	Language	--	--	--	54	100	61	61	61	94	49	49	44
	Mathematics	--	--	--	54	100	69	69	61	94	55	55	51
4	Reading	--	--	--	52	87	76	NA	56	100	58	58	48
	Language	--	--	--	48	87	64	64	52	100	60	60	49
	Mathematics	--	--	--	57	93	71	71	61	100	63	63	53
5	Reading	--	--	--	50	92	65	NA	55	100	65	65	50
	Language	--	--	--	46	92	54	54	49	100	66	66	50
	Mathematics	--	--	--	57	92	77	77	63	100	68	68	49
6	Reading	96	78	78	53	87	72	NA	56	96	72	70	51
	Language	100	69	69	45	89	62	62	48	96	66	62	47
	Mathematics	100	89	89	62	87	81	81	66	96	74	73	52
7	Reading	100	68	68	51	94	77	NA	54	96	66	64	50
	Language	100	78	78	54	97	78	78	58	96	69	66	52
	Mathematics	100	85	85	58	94	85	85	62	96	71	69	50
8	Reading	100	62	62	53	93	77	NA	55	100	73	72	51
	Language	100	62	62	49	93	74	74	52	100	72	70	50
	Mathematics	100	73	73	58	93	85	85	61	100	74	72	53
9	Reading	100	63	63	41	93	60	NA	42	100	77	77	51
	Language	100	64	64	42	93	49	49	42	100	71	71	50
	Mathematics	100	76	76	60	93	64	64	63	100	73	73	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Infra-Structure Development
- Ü College Prep Program, Career Planning
- Ü Teacher Resources
- Ü Budget/ Fundraising
- Ü Community Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	7	1	0	0
7 to 9 years	7	1	0	0
10 or more years	6	6	3	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 2 Comp Lab with Internet/ Research
- Ü Science Labs- Biology/Chemistry/Physics
- Ü Library - Check Out Reading Material
- Ü Project Room-Robot/Lego/Rocket e.t.c

Extracurricular Activities

- Ü Science ,math and Tech Olympiad teams
- Ü FPS,Lego League,Spelling Bee,Scrable
- Ü MathTeams - AMC,MathCounts,MathLeague
- Ü Sports-V.Ball/Soccer/Basketball/S.Ball
- Ü Science Bowl/Fairs/Olympiad/SARSEF/
- Ü Chess,Language Club,NJHS,NHS,S.Councils
- Ü WebDesign,USACO,SimCity,Computer Club
- Ü Drama,Yeabook,Magazine,Creative Writing

Social Services

- Ü Afterschool Care for K-5
- Ü Community Service Program- Food,clothing
- Ü Tutoring Program- All Classes All Grades
- Ü Afterschool Study Hall Middle/ High
- Ü Personal Development Classes
- Ü Community Technology Clubs
- Ü Day Care on Site
- Ü PIMA CAUNTY CHARTER SCHOOL KATWALK

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü EXCELLING LABEL: ADE Labeled SSA "EXCELLING".
SSA is Nationally ACCREDITED and RECOGNIZED by American Academy of Liberal Education
- ü Southern Arizona Regional Science and Engineering Fair: SSA Students got four first place awards and two second place awards and two third place awards in SARSEF
FIRST ROBOTICS COMPETITION: Woodie Flowers Award Arizona Regional
- ü 6th Grade Math League: 1st Place in AZ and 2nd in 21 states
7th Grade Math League: First Place in AZ and 11th in 21 states
8th Grade Math League: 1st Place in AZ and 8th Place in 21 states
HS Math League: 1st place in Tucson and 6th place in AZ
- ü 6th Grade Math Challenge organized by AZ Association of Math Teachers: 2nd Place Team Award, 1st Place Individual Award
MathCounts Regional Round: 4th Place in Tucson Region & Qualified for State Rounds and Placed one of the top EIGHT schools in AZ

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

SSA is a drug free/smoke free environment and has a closed campus during school hours. SSA has faculty on duty at all non-class times. This faculty circulates and interacts with the kids. Faculty members are outside before, during and after school. If leaving during the school day, each child is required to be signed out by an adult through the front office. All visitors to the school during school hours are required to sign in and receive a badge.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Adem Oksuz	(520) 797-9836
Transportation Policy		
Community Resources		
School Nutrition Programs		
Parent Organization	Christine Suyat	(520) 797-9836
Student Health/Nurse	Jessica Linskog	(520) 797-9836

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.